

# Welcome!

Give the Smartboard a try! Write your name on the Scrabble board by dragging letters to the board.



## Our goals for your child this year

It is important to us to prepare all students for middle school. This means it will be a challenging year for some students -- academically and/or socially.

We realize that every student is in the process of becoming and will reach milestones at different points in the year.

First and foremost, we will focus on:

- personal responsibility
- organization
- completion of quality work

# Behavior Policy and Token Economy

## Goals

To provide a structured learning environment.

To treat all students fairly and consistently.

## Tools

Guilders

Guilder Clipboard

Behavior Intervention Records

## Encouragement Procedures

Individual: The fifth grade uses praise, feathers, and guilders as positive encouragement for individual students.

## Guilders

Earned each day in every class for coming to class prepared (homework complete, sharpened pencil, assignment notebook complete). Students also can earn up to 5 behavior bonus guilders each week (one for each day they did not lose a guilder) and additional guilders for completing classroom jobs. Guilders can be taken away if a student does not correct poor behavior after a warning in class or in the hallway.

Guilders are deposited each Friday in the "bank." Students must earn a minimum amount to attend guilder field trips/activities.

We will notify students periodically as to how many guilders they should have by that date.

# Communication

## District 97/Holmes Teacher Page

These pages include assignments for each homeroom.

Ms. Manuel - 5M <http://www.op97.org/mmanuel/>

Ms. Zucker - 5Z <http://www.op97.org/azucker/>

Ms. Kraft - 5K <http://www.op97.org/fkraft/>

Mr. Finkbeiner - 5F <http://www.op97.org/afinkbeiner/>

## 5th Grade Wiki

Check the wiki for:

homework assignments

project rubrics and deadlines

field trip information

permission slips

homework help tools

<http://holmes5thgrade.wikispaces.com/>





# The 1:1 Classroom

A device in the hands of every student does not mean students are in front of their screens all day long. Students will continue to participate in many traditional classroom activities. Technology will be used when it enhances the lesson, when it saves time, and when its use motivates the students.

- \* Technology used to modify and redefine learning activities
- \* Focus on 4Cs: creativity, communication, collaboration, and critical thinking
- \* Technology used to personalize learning and create efficiencies
- \* Support for goals of Common Core

# Phase 1 Timeline

## Fifth Grade

Phase 1a	Teacher preparation	September 2013
Phase 1b	In-class usage	October 2013
Phase 1c	iPads go home	November 2013

Steps repeat for grades 4 then 3

# Common Core Standards

<http://www.CoreStandards.org/>

The Council of Chief State School Officers and The National Governors Association Center for Best Practices

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

# Math - An Overview

## Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.





# Math - An Overview

## Common Core Math Fifth Grade Curriculum Map

Trimester 1

Trimester 2

Trimester 3

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Order of Operations and Whole Numbers	Decimals	Multiplying and Dividing with Decimals	Adding, Subtracting, Multiplying, and Dividing Fractions	Geometry and the Coordinate Plane	2D Figures	Volume and Measurement	Show What We Know  End of year project
Trimester 1 5-6 weeks	Trimester 1 5-6 weeks	Trimester 2 5-6 weeks	Trimester 2 5-6 weeks	Trimester 3 2-3 weeks	Trimester 3 2-3 weeks	Trimester 3 4-6 weeks	Trimester 3 1-2 weeks
5.OA.1 5.OA.2 5.NBT.1 5.NBT.2 5.NBT.5 5.NBT.6	5.NBT.1 5.NBT.3 5.NBT.4 5.NBT.7	5.NBT.2 5.NBT.7	5.NF.1 5.NF.2 5.NF.3 5.NF.4 5.NF.5 5.NF.6 5.NF.7	5.G.1 5.G.2 5.OA.3	5.G.3 5.G.4	5.MD.1 5.MD.2 5.MD.3 5.MD.4 5.MD.5	

# Math - An Overview

## Materials

- Workbook
- TI-15 Calculator
- Sharp pencil

## Homework

- 4 nights per week
- 2 pages per night
- Approximately 30 minutes per night
- Show your thinking!

## Assessments

- Exit tickets
- Weekly quizzes
- Unit tests

# Math - A Typical Day

- Work on Math Message as homework is checked in.
- Discuss homework
- Daily lesson
  - > Introduce and model topic
  - > Work on several problems as whole class, and in small groups
  - > Independent practice
- Two workshop rotations
  - > Khan Academy, Moby Max, Tenmarks

# Math - Differentiation

## Workshop

Based on MAP scores and pretests

Groups will change as we work on different skills

Groups meet with teacher 1-4 times per week

## Interventions

Tues/Thurs  
11:15 - 11:45

Targeted based on area of need

We need parent volunteers to help out!

## Acceleration

Based primarily on MAP, CogAT, and report card

Student works at the next grade level

# Step Up



## READING

Monday, Wednesday, Friday  
11:15-11:45

## MATH

Tuesday and Thursday  
11:15-11:45

*In need of parent volunteers. Sign up in the back.*



# Reading - An Overview

Each month we will learn and explore skills aligned with the Common Core Standards.

The standards are the same at every grade-level throughout District 97.

Although our focus each month will be on assessing proficiency with certain standards, we will be addressing all the standards each month.



# Reading - The Gradual Release Model

Our classroom will practice the "I Do, We Do, You Do" gradual release model

**I Do:** Teacher will introduce and model a skill

**We Do:** Class practices and explores together

**You Do:** Students show their proficiency by independently completing a task displaying the skill

# Reading - Daily Workshop

**Read-to-Self:** Students will read silently a good fit book and practice the skills upon which we have been focusing

**Read-to-Someone:** Students will practice reading with a classmate. Partnering with a classmate will allow them to check comprehension and discuss what they are reading.

**Word Work:** Students will work on word sorts and vocabulary exploration.

**Writing:** Students will write Reader's Responses to books they are enjoying.

**Guided Reading:** Students will work on a particular skill with support from the teacher.

## Reading - Differentiation

**Whole Class Instruction**: Students will be using books at their reading level to address the standards. Extended response answers allows students to work at an appropriate level.

**Workshop**: Daily, students will work in appropriately leveled guided reading groups based on MAP scores. Groups may change during the year. Each group will meet with the teacher 1-4 times per week.

**Interventions**: Targeted instruction on Monday, Wednesday, and Friday @ 11:15-11:45am.

Parent volunteers needed!

**Acceleration**: Pull-out program based upon MAP, CogAT, and report card

# Reading - Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson (30 minutes)	Lesson (30 minutes)	Lesson (15 minutes)	Lesson (30 minutes)	Review (20 minutes)
Workshop Rotation (20 minutes)	Workshop Rotation (20 minutes)	Workshop Rotation (20 minutes)	Workshop Rotation (20 minutes)	Assessment (50 minutes)
Workshop Rotation (20 minutes)	Workshop Rotation (20 minutes)	Workshop Rotation (20 minutes)	Workshop Rotation (20 minutes)	Closing (5 minutes)
Closing (5 minutes)	Closing (5 minutes)	Closing (5 minutes)	Closing (5 minutes)	

## Flexible:

Based upon  
how much  
time is  
needed to  
become more  
proficient  
with a  
particular  
standard



# Reading - Assessments

All students in District 97 will be given the same summative assessments.

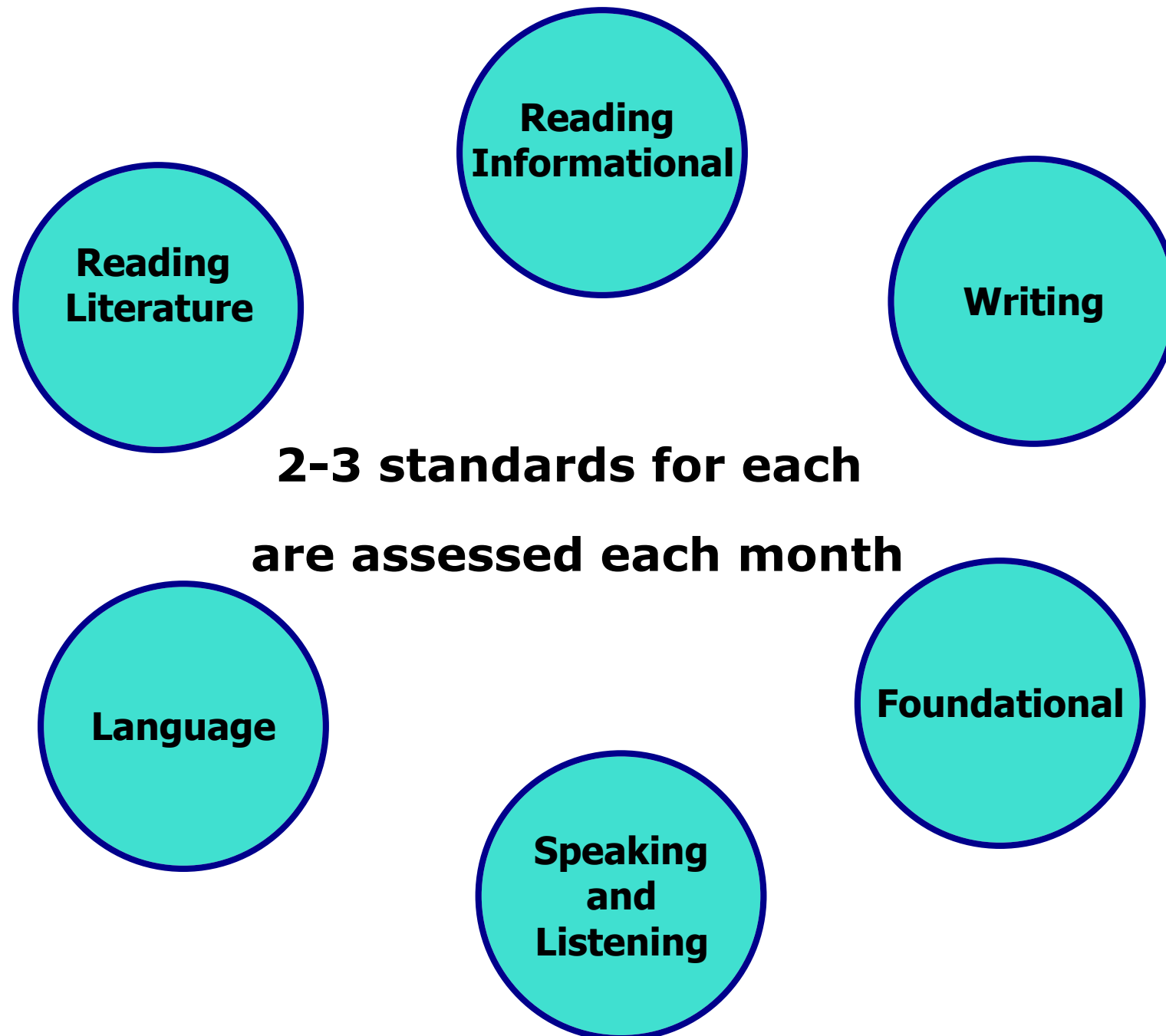
All summative assessments will use a common rubric.

Each standard will be assessed multiple times throughout the school year to show progress and growth.

Students will be able to show textual evidence as proof.



# English Language Arts Calendars



# Literature Circles

## What?

Small groups of students meet once a trimester to discuss a piece of literature in depth. Students are assigned chapters to read and role sheets to complete.



## Why?

Enhances opportunity to share thoughts (vs. whole group)

Actively constructing meaning with their group members

Student choice increases motivation. Responsibility, cooperation, communication.

## How?

Groups meet for discussions once a trimester on Wednesdays throughout the year. Students must have chapters read and role sheet complete by Tuesday.

# Writing

## 6+1 Traits

Ideas

Voice

Organization

Sentence fluency

Word choice

Conventions

Presentation

## Types of Writing

Informative/Explanatory

- Content Areas

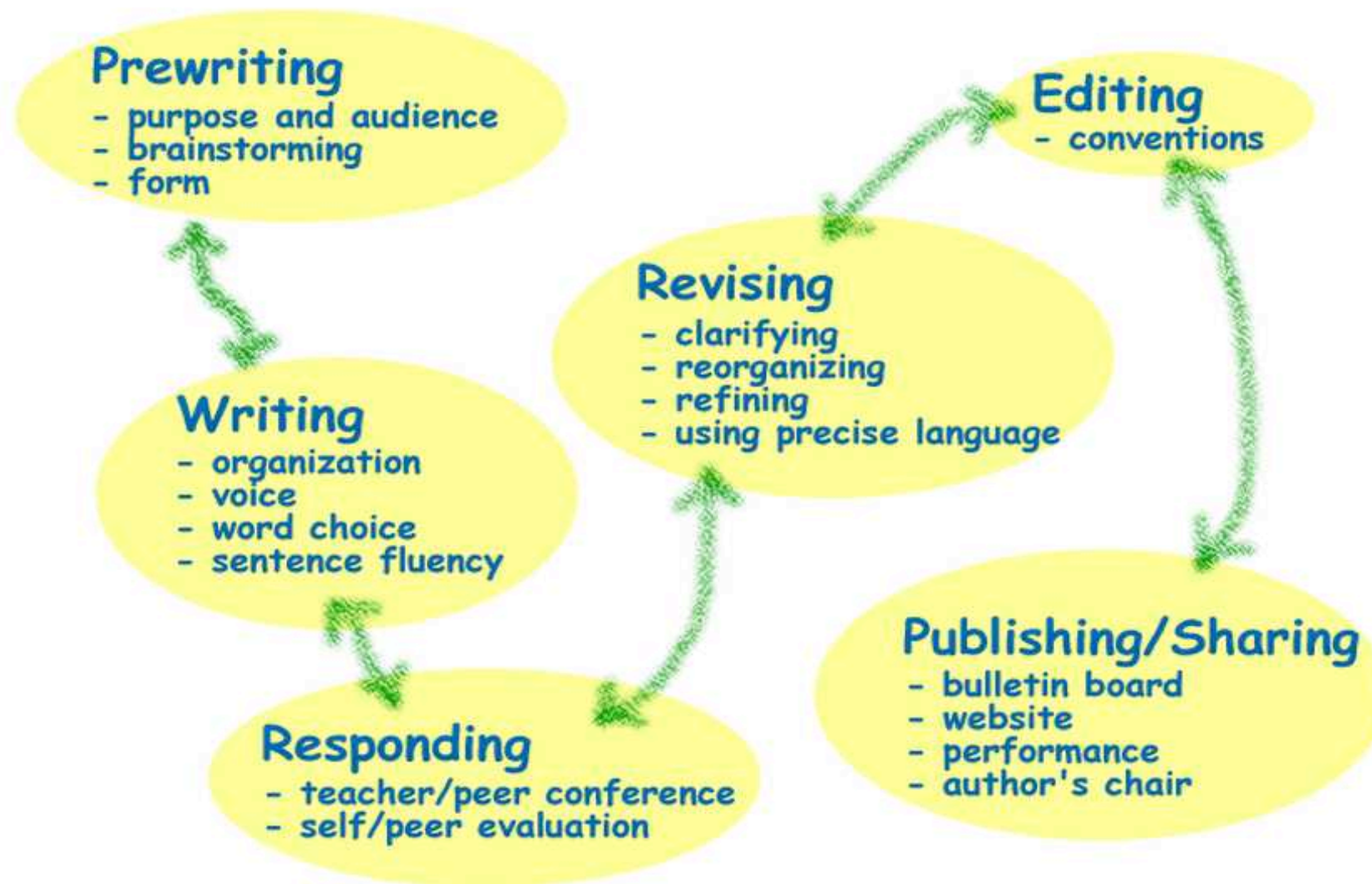
Arguments

- Content Areas

Narratives

- Writing Class

# The Writing Process





# Social Studies

We base our social studies off the Illinois State Social Studies standards, and also incorporate the Common Core ELA Standards.

**Our units:** Our Nation and Resources, The First Americans, Colonial America, The American Revolution, Creating Our Nation, and Westward Expansion.

Throughout the year we weave in the Social Studies strands of geography, history, culture, economics, and government.

Each unit will have unique classroom activities, homework, and projects.



# Current Events Projects

Once a trimester, students will be asked to share a current news story.

Two students are responsible for sharing on Friday of each week.

The sharing schedules will be posted on the 5th grade Wiki.

Students may find their story online, in a newspaper, or a magazine.

Our first stories have already sparked great discussions!



# Science

## The Next Generation Science Standards

Released in April 2013

The standards identify science and engineering practices and content that all K-12 students should master in order to be fully prepared for college, careers and citizenship.

The NGSS aim is to prepare students to be better decision makers about scientific and technical issues and to apply science to their daily lives. By blending core science knowledge with scientific practices, students are engaged in a more relevant context that deepens their understanding and helps them to build what they need to move forward with their education.

# Science - Overview

## Units and Big Questions

### **Trimester 1 | Earth's Place in the Universe**

What is the universe, and what is Earth's place in it?

How and why is Earth constantly changing?

How do Earth's surface processes and human activities affect each other?

### **Trimester 2 | Matter and its Interactions**

How can one explain the structure, properties, and interactions of matter?

How can one explain and predict interactions between objects and within systems of objects?

How is energy transferred and conserved?

### **Trimester 3 | From Molecules to Organisms: Structures and Processes**

How do organisms live, grow, respond to their environment, and reproduce?

How and why do organisms interact with their environment and what are the effects of these interactions?

### **Puberty Unit**

# Science | Technology | Engineering | Math

STEM is a truly integrated approach to these studies. Done right, STEM engages students and increases motivation with project-based learning, encourages students to solve authentic problems, and asks them to work with others to build real solutions.

## An Inquiry Learning Environment

- An environment where teachers and their students work together as active learners
- Block schedule
- Frequent experiments
- Students' diversity, individuality and uniqueness are recognized and respected

## Defined Outcomes/Assessment

- Goals are clearly identified and success is measured against them
- Quizzes most Fridays
- Unit tests
- Research paper
- Long-term projects
- In-class work (workbook, Cornell)

## Sustained Commitment/Community Support

- Program has strong leadership and sufficient resources
- School and/or school district support
- Community support, including parents and organizations



# Assessments

ISAT Week of: March 4, 2014

## District Assessments

MAP:

Fall: Will be complete next week.

Winter: January 6 - 22, 2014

Spring: May 5 - 21, 2014

CogAT: March 31 - April 11

IAAT (Math): April 21 - May 2

## Classroom Assessments

Math unit tests

Math Friday quizzes

Science and Social Studies unit tests, quizzes, projects and research papers

IMPORTANT NOTE:

Please check the weekly newsletter for test dates and information about returned tests so you can be aware of your student's progress.

# Report Cards

## New Report Card Format

- Aligned to the CCS
- "Snapshot" of where your child is at
- Performance descriptors will relate to progress toward mastery of the standard (no more 1, 2, 3, 4)
- Begin use first trimester

# Weekly Homework

## What to Expect Each Week

Math	Four days each week, usually not on Fridays. Quiz on Fridays (online).
Reading	Read 30 minutes each night. Answer reading prompts, if given. Prepare for literature circle discussions that take place throughout the year.
Language Arts	Weekly spelling and grammar; word sorts regularly.
Science	Reading from Infobook; Cornell notes each week due Thursday; quiz on Friday.
Social Studies	Various activities that extend our classroom explorations.

# Homework Policy

- Check your student's planner and make sure your student complete assignments'
- Late assignments, including projects, may result in a lower grade, study hall, and/or loss of guilders.
- Homework requested by 11 a.m. may be picked up at the end of the day.
- For a planned extended absence, please notify your student's teacher at least one week in advance.
- Create a positive working environment at home with a consistent study time.

# Field Trips

## Curriculum Field Trips

Outdoor Education

Robert Crown

BRAVO

Windy Tall Ships

## Overnight Events

Outdoor Education

November 15-16

Loredo Taft Field Campus

About \$75 per student

Would like at least 5 male and

5 female chaperones

## Guilder (Curriculum) Field Trips

Bowling

Guilderpalooza

Student/Staff Basketball Game

Pool Excursion



Rockin' Lockin' at Holmes

April 25

Overnight service event

Teambuilding activities

Parents will need to take a shift

# Conference Sign Up

Week of October 7

Please sign up for one conference only.

Conferences will:

- Last 20 minutes
- You will meet with each of your child's teachers for 10 minutes.
- Please be sure to be on time.



# Follow Up

